

# Inspection of a good school: Oasis Academy Warndon

Edgeworth Close, Warndon, Worcester, Worcestershire WR4 9PE

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Inspection dates:

13–14 November 2019

## **Outcome**

Oasis Academy Warndon continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

## **What is it like to attend this school?**

Leaders are ambitious, thoughtful and have high expectations of pupils. They provide an excellent education which develops character and promotes a love of learning. Pupils get off to a good start in the early years and make excellent progress during their time at school.

Adults treat pupils kindly and teach them very well, so everyone feels valued and is able to succeed. Pupils work hard in lessons and behaviour around school is excellent. Unkind behaviour is very rare. Staff and playground leaders ensure that no child is alone or isolated and that pupils behave well when outside. Prefects check on behaviour and pupils' well-being in lessons and around school. Pupils know that bullying, of any kind, is unacceptable and that teachers would stop it if it happened. Pupils enjoy coming to school and feel safe when they are at school.

Pupils enter local and regional competitions and are successful. They take part in a huge range of clubs. There is something for everyone. The Pupil Parliament gives pupils an opportunity to understand democracy. Pupils enjoy taking part in the school elections to select a member of parliament to represent individual classes. Pupils are well prepared for life in modern Britain.

## **What does the school do well and what does it need to do better?**

Reading is taught very well. Phonics lessons start in nursery and staff are well trained to teach phonics and early reading skills. Pupils read regularly in class and at home. They take books home to read that are matched to the sounds they already know. Leaders ensure that reading has a high priority throughout the school. Pupils develop a love of reading at this school and enjoy reading a range of texts. These include stories, poems, rhymes and non-fiction. Pupils particularly enjoy their whole-class novel studies. The vast majority of pupils are reading fluently by the time they leave year 2.

In other subjects, such as mathematics, teachers know what pupils should learn and when. They match teaching to support pupils of different abilities. Most-able pupils and pupils with special education needs and/or disabilities are well catered for. Pupils have many opportunities to stretch their minds and abilities. Extra support for pupils who need it is effective. Children review mistakes or misunderstandings in their learning during curriculum meetings and use this time with staff to improve their work.

In physical education (PE) lessons, there is a strong focus on fitness to develop mental and physical well-being. This engages pupils well in developing a healthy and active lifestyle. Swimming lessons have been carefully planned by leaders to maximise learning and progress. Pupils achieve well in PE, learning a sequence of skills and knowledge during their time at the school. This extends to before- and after-school and lunchtime activities. Staff are well supported by the subject expert to teach exciting and engaging lessons. Pupils participate in school, inter-school and district competitions. They are coached by a range of regional sports clubs. The school has recently been awarded the Youth Sport Trust Gold Award.

The school is very well led. The headteacher and her team of leaders, bring out the best in everyone. Teachers work to a high standard and pupils excel. Staff's well-being and workload are thoughtfully promoted by leaders. Staff are proud to work at the school and enjoy being part of an effective team.

Pupils are proud of their school and describe it as an amazing place where they have a fun education. Pupils have interesting lessons that often link subjects together in topics. Some days they have music, PE and science in one day, which they really enjoy. In English, mathematics, PE and many other subjects, pupils learn the right things in the right order and do very well. Leaders are always looking for ways to help them do even better.

Parents value the school and say good things about the school to describe what it provides for their children. They say their children are happy to attend the school and that the school makes sure they are well behaved. One parent commented, 'My child has, from day one, felt safe and secure at this school and feels able to communicate any problems to the teacher, which are dealt with appropriately.'

## **Safeguarding**

The arrangements for safeguarding are effective.

Everyone knows what to do if something does not seem right. Staff are well trained and swift to act when there are concerns. The new pupil safeguarding squad checks on pupils' well-being and knows what to do if someone raises a safeguarding concern.

Leaders carry out the proper checks to make sure that staff are suitable before they begin work at the school. Pupils learn about risks when out and about and what to do if they or a friend do not feel safe. Pupils know that it is important to report bullying should it happen.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In phonics lessons, pupils' letter formation is not always as good as it should be. Leaders need to ensure that adults have high expectations for the quality of pupils' handwriting.

## Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Oasis Academy Warndon to be good.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140041
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10088556
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	576
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Keith Dennis
<b>Headteacher</b>	Emily Hobson
<b>Website</b>	<a href="http://www.oasisacademywarndon.org">www.oasisacademywarndon.org</a>
<b>Date of previous inspection</b>	15 June 2015

## Information about this school

- We last inspected the school in June 2015 under section 5. That inspection confirmed the school's good judgement.
- The school runs a Nursery class for children aged three to four years old. It also provides nursery provision for two- and three-year-olds.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005.

- During the inspection, the inspector focused in particular on the following subjects: reading, mathematics and PE. In these subjects, we visited lessons, looked at pupils' work, and talked with pupils and staff about the way these subjects were taught.
- The inspector examined external performance data about the school and looked at school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. The school's website was also checked.
- The inspector asked pupils, staff, leaders and governors about safeguarding arrangements. She examined the record of employment checks on school staff and looked at other school records. The inspector also found out about safety procedures

and routines at the school.

- The inspector watched pupils' behaviour in class and at other times during the day.
- During the inspection, the inspector had formal meetings with the headteacher, subject leaders, trust board members, teachers and pupils. She also talked informally with pupils and staff to gather general information about school life.
- By the end of the inspection, there were 88 recent responses to Ofsted's online questionnaire, Parent View. The inspector considered these and looked at the responses to Ofsted's online questionnaires for staff and pupils.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

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